



Kentucky Department of Education **CSIP/CDIP Monitoring Instrument**

Team members from the Office of Continuous Improvement and Support review Comprehensive School Improvement Plans (CSIPs)/Comprehensive District Improvement Plans (CDIPs) and provide feedback to assist schools/districts with improvement planning. The goal is to help ensure plans are developed and implemented effectively.

Consolidated monitoring provides a valuable tool for schools and districts to not only ensure they are in compliance with state and federal regulations but also to focus on ways to develop more effective programs through collaboration and self-evaluation. 703 KAR 5:225; Section 8 (1); Monitoring. Reference: [KRS 158:649](#) and [703 KAR 5:225](#)

CSIP/CDIP Needs Assessment

What is the Purpose of the Needs Assessment? The Needs Assessment is the epicenter of the improvement plan from which all else revolves. The embedded diagnostics are tools to be used in decision making and should be included for school/district improvement along with intensive aggregated data points (see *Critical Data to Consider* section below). The Needs Assessment should include a rationale of why particular measures are chosen and provide a basis for the strategies and activities that will yield results. This requires careful analysis of data to determine contributing factors and root causes. As the Needs Assessment provides evidence of the *Current State* of the school/district, the data, diagnostics, and data questions lead to the determination of the *Desired State*, and the ultimate improvement goals of the school/district.

Critical Data to Consider Reference School Report Card (sections indicated below if available)	Characteristics of an Effectively Written Needs Assessment
<p>Student Performance Data:</p> <ul style="list-style-type: none"> ➤ KPREP Data (Assessment KPREP Tab) ➤ Universal Screener Data ➤ ACT, Work Keys (Assessment ACT Tab) ➤ KOSSA (Delivery Targets CCR) ➤ District/School Common Assessments ➤ Benchmark Data (Assessment Explore and Plan Tab) ➤ Brigrance Data (Assessment K-SCREEN Tab) <p>Perception Data:</p> <ul style="list-style-type: none"> ➤ TELL Data (http://tellkentucky.org/) ➤ Student Voice (IC: KY State Reporting KDE Reports Student Voice Teacher Results) ➤ Other Survey Data (local district surveys, if applicable) <p>Non-Academic Indicators:</p> <ul style="list-style-type: none"> ➤ Student and Teacher Attendance Data (Infinite Campus) ➤ Behavior Data (Learning Environment Safety Tab) ➤ Homeless Data (Learning Environment Programs Tab) ➤ Special ED Data (Learning Environment Programs Tab) ➤ Migrant Data (Learning Environment Programs Tab) ➤ English Learners (Learning Environment Programs Tab) ➤ Mobility Data (Infinite Campus Multiple Enrollments) <p>Indicators of Equitable Access: (Learning Environment Equity Tab)</p> <ul style="list-style-type: none"> ➤ Overall Effective Teachers & Leaders (accomplished and exemplary) ➤ Overall Student Growth Rating of Teachers and Leaders ➤ Percentage of new and KTIP Teachers ➤ Percentage of Teacher Turnover Data ➤ Percentage of time effective teachers with low performing students <p>Missing Piece</p> <ul style="list-style-type: none"> ➤ Parent engagement data (Missing Piece) 	<ul style="list-style-type: none"> • Clearly details process for reviewing, analyzing and applying data results that includes school/district councils, leadership teams and stakeholder groups. • Comprehensively reviews and analyzes relevant academic student assessment data, including trend data (3 or more years) • Comprehensively reviews and analyzes relevant non-academic student assessment data, including trend data (3 or more years) • Reviews previous CSIP/CDIP and its implementation successes and failures to inform development of the new plan • Comprehensively reviews perception that includes TELL survey and Missing Piece • Identifies areas of strength and opportunities for improvement based on all analyzed data, including key work processes. • Thoroughly describes how stakeholders were involved throughout process • Embeds the following data questions: <ul style="list-style-type: none"> What question are you trying to answer? What does the data tell you? What does the data NOT tell you? What are the causes for celebration? Concern? What are possible next steps? <p>Priority and Focus School-District Additional Requirements</p>

Needs Assessment Component:

Meets Most Characteristics ☐

Meets Some Characteristics ☐

Does Not Meet Characteristics ☐

Needs Assessment Component Section Feedback

Review the yellow highlighted characteristics. These characteristics need attention in order for the Needs Assessment Component to be effectively written. Districts/schools meeting **some characteristics** should consider revision; districts/schools **not meeting characteristics** shall revise until characteristics are met from the Characteristics of an Effective Written [Needs Assessment](#). Complete the revisions on the [KDE CSIP/CDIP Planning Template](#) within 30 days of this feedback and email to thalia.salgado@education.ky.gov

Kentucky Board of Education's Required Goals

What is the Purpose of the KBE Required Goals? The Kentucky Board of Education Goals are the long-range schoolwide goals designed to raise achievement, close gaps among subgroups, support student success, improve graduation rates, and prepare students for college and career readiness.

Critical Data to Consider Reference state targets on the School Report Card Delivery Targets Tab	Characteristics of Effective KBE Required Goals
<ul style="list-style-type: none"> ➤ Gap: Increase achievement among subgroups ➤ Graduation: increase graduation rate ➤ Proficiency (Mathematics and Reading): increase performance as measured by state assessments ➤ College & Career Readiness: Increase percentage of students identified as ready for college and/or careers ➤ Novice Reduction: Decrease percentage of students scoring at the novice level 	<ul style="list-style-type: none"> • Comprehensive School Improvement Plans and Comprehensive District Improvement Plans must include the appropriate KBE Goals. • Goals must address the following Kentucky Board of Education goals as they apply to each level (Elementary, Middle and High School): <ul style="list-style-type: none"> ○ Proficiency (Reference SRC) ○ GAP (Reference SRC state level) ○ Novice Reduction (50% Reduction in Reading and Math over 5 years) ○ College and Career Readiness ○ Graduation Rate • Required goals based on school levels: <ul style="list-style-type: none"> ○ EL-Proficiency, GAP, and Novice Reduction ○ MS-Proficiency, GAP, Novice Reduction and College/Career Readiness ○ HS-Proficiency, GAP, Novice Reduction, College/Career Readiness and Graduation Rate • Goals are written in S.M.A.R.T. Goal format (specific, measurable, attainable, realistic and timely) <p style="margin-top: 20px;">Example: “KDE High School will increase its combined reading and math proficiency from 57% in 2015-16 to 75% by 2019 as indicated by state assessment results.”</p> <p style="margin-top: 10px;">Priority and Focus School-District Additional Requirements</p>

KBE Required Goals Component:

Meets Most Characteristics ☐

Meets Some Characteristics ☐

Does Not Meet Characteristics ☐

KBE Required Goals Component Section Feedback

Review the yellow highlighted characteristics. These characteristics need attention in order for the KBE Required Goals Component to be effectively written. Districts/schools meeting **some characteristics** should consider revision; districts/schools **not meeting characteristics** shall revise until characteristics are met from the Characteristics of Effective KBE Required [Goals](#). Complete the revisions on the [KDE CSIP/CDIP Planning Template](#) within 30 days of this feedback and email to thalia.salgado@education.ky.gov

CSIP/CDIP School/District Level Objectives

What is the Purpose of an Objective? Establishes, at the school/district level, a short range target (the length of a school year) that ensures progress towards the long range KBE Goal. The objective is determined using the data from the Needs Assessment analysis.

Critical Data to Consider Reference School Report Card Delivery Tab	Characteristics of Effective Objectives
<ul style="list-style-type: none"> ➤ School Report Card used to compare the disparity between the school data and the state goals ➤ Needs Assessment and root cause analysis should provide the basis for area(s) of growth for specified objectives (refer to <i>Critical Data to Consider</i> section of the <i>Effective Needs Assessment</i> document) 	<ul style="list-style-type: none"> • S.M.A.R.T. Goal format • The objectives are derived from the KBE goals • Spans no further than the duration of a school year • Critical areas of need are identified and, when applicable, address subgroups and specific areas of need • Directly and clearly aligned to the data analysis that is revealed in the Needs Assessment • Are developed within the context and scope of school/district level data • More than one objective may be created to address a single State Goal <p style="text-align: right;">Priority and Focus School-District Additional Requirements</p>

Objective Component:

Meets Most Characteristics ☐

Meets Some Characteristics ☐

Does Not Meet Characteristics ☐

Objective Component Section Feedback

Review the yellow highlighted characteristics. These characteristics need attention in order for the Objective Component to be effectively written. Districts/schools meeting **some characteristics** should consider revision; districts/schools **not meeting characteristics** shall revise until characteristics are met from the Characteristics of Effective [Objectives](#). Complete the revisions on the KDE [CSIP/CDIP Planning Template](#) within 30 days of this feedback and email to Thalia Salgado thalia.salgado@education.ky.gov

CSIP/CDIP Strategies

What is the Purpose of a strategy? A strategy is a research-based approach used to reach planned KBE Goals and school/district objectives. Strategies are not action steps, but should describe defined evidence and a clear process of implementation, monitoring and evaluation.

Critical Data to Consider	Characteristics of Effective Strategies
<ul style="list-style-type: none"> ➤ Needs Assessment (all data included in this process) ➤ Design and Deployment of Standards Including implementing with efficacy the Kentucky Academic Standards and Career Technical Education curriculum. ➤ Design and Delivery of Instruction Including Tier I, Formative Assessment Systems, Effective Teaching, High Level of Learning ➤ Design and Deliver Assessment Literacy Including a balanced assessment approach, a systematic approach to analyzing and applying data and effective PLCs that use a process to impact further student learning ➤ Review, analyze and apply data Results that involves a repeatable system for knowing data and planning resources accordingly. Priorities for improvement is based on data interpretation for individual student success ➤ Continuous Improvement Models Embedded within the instructional program that align resources based on data ➤ Learning Culture and Environment To ensure appropriate support for behavioral, academic, social and emotional needs of all students. Assurance that students are learning in an optimal environment 	<ul style="list-style-type: none"> • Grounded in research-based, results-driven methodologies • Explains clearly the intended process and results of implementation • Includes the systems for monitoring and evaluation as well as how these systems will ensure attainment of goal/objective • Identifies and addresses the targeted gap population (e.g., students with disabilities, school-wide, non-duplicated gap, African American, ELL) • Identifies and addresses specific content areas in need of improvement without pairing content areas (i.e. Reading, Writing and Mathematics should be individually addressed) <p style="text-align: center;">Priority and Focus School-District Additional Requirements</p>

Strategies Component:

Meets Most Characteristics ☐

Meets Some Characteristics ☐

Does Not Meet Characteristics ☐

Strategies Component Section Feedback

Review the yellow highlighted characteristics. These characteristics need attention in order for the Strategies Component to be effectively written. Districts/schools meeting **some characteristics** should consider revision; districts/schools **not meeting characteristics** shall revise until characteristics are met from the Characteristics of Effective [Strategies](#). Complete the revisions on the KDE [CSIP/CDIP Planning Template](#) within 30 days of this feedback and email to Thalia Salgado thalia.salgado@education.ky.gov

CSIP/CDIP Activities

What is the Purpose of an Activity? Activities consist of action steps that enable execution of the strategies to reach the KBE goals and school/district objectives stated in the plan. Activities include: high level task based on needs assessment, short-term completion dates, source of funding, specific person responsible to oversee the execution and completion of the activity.

Critical Data to Consider	Characteristics of Effective Activities
<ul style="list-style-type: none"> ➤ Needs Assessment (all data included in this process) ➤ Current 30-60-90 Day Plan ➤ Funding Allocations and Resources ➤ Professional Learning Communities Protocol ➤ Plan-Do-Study-Act ➤ Teacher/Principal Effectiveness Data ➤ Established Priorities for School Improvement ➤ School and District Calendars 	<ul style="list-style-type: none"> • Include activities that ensure the effective execution of the strategies as identified by data from the Needs Assessment. • Include the following components: <ul style="list-style-type: none"> ○ Activity Name and Activity Type (found in ASSIST) ○ Detailed Description ○ Specific Timeframe for Completion within the Scope of a Regular School Year ○ Necessary Resources and Source of Funding ○ Clearly Identified Staff Member Responsible for Completion • Include activities that are clear, described in detail and ambitiously designed to have maximum impact • Implement activities to target the underperforming areas of achievement, gap, growth, readiness, or graduation rate • Activities to target demonstrators of weakness in program reviews and target areas of need identified in teacher and leadership effectiveness measures • Effective activities have a process to monitor, and evaluate the impact of success <p style="text-align: right;">Priority and Focus School-District Additional Requirements</p>

Activities Component:

Meets Most Characteristics ☐

Meets Some Characteristics ☐

Does Not Meet Characteristics ☐

Activities Component Section Feedback

Review the yellow highlighted characteristics. These characteristics need attention in order for the Activities Component to be effectively written. Districts/schools meeting **some characteristics** should consider revision; districts/schools **not meeting characteristics** shall revise until characteristics are met from the Characteristics of Effective [Activities](#). Complete the revisions on the [KDE CSIP/CDIP Planning Template](#) within 30 days of this feedback and email to Thalia Salgado thalia.salgado@education.ky.gov

CSIP/CDIP Executive Summary

What is the Purpose of an Executive Summary? The Executive Summary provides the school/district an opportunity to describe in narrative form its mission and vision as well as its strengths and challenges within the context of continuous improvement. The Executive Summary is available to the public when it is submitted as part of a report and is the first glimpse a stakeholder has into a school/district.

Critical Data to Consider	Characteristics of an Effectively Written Executive Summary
<ul style="list-style-type: none"> ➤ School Demographics ➤ Census Data (e.g., community growth/decline, socioeconomic and educational levels) ➤ Data on Partnerships Including: Cooperatives, Community Support, Higher Education, Agencies and Parents ➤ Equity Access Indicators ➤ Needs Assessment Data ➤ Trend Data ➤ Notable Achievements ➤ Internal and External Grants ➤ Enrichment Opportunities 	<ul style="list-style-type: none"> • Include the school's/district's purpose with mission, vision, and/or belief statement as well as a description of how these were developed, when they were developed, who was involved, and how they will drive teaching/learning at the school/district • Create in narrative form and include: <ul style="list-style-type: none"> ○ Demographic Information ○ Current Strengths and Challenges ○ School/district Size ○ School/district Location ○ How the school/district fits into the community as a whole ○ Information about students, staff and community • Explain how demographics have changed over the past three years • Include notable achievements • Include focus areas for improvement • Any unique features/challenges or other pertinent information to share <p>Priority and Focus School-District Additional Requirements</p>

Executive Summary Component:

Meets Most Characteristics ☐

Meets Some Characteristics ☐

Does Not Meet Characteristics ☐

Executive Summary Component Section Feedback

Review the yellow highlighted characteristics. These characteristics need attention in order for the Executive Summary Component to be effectively written. Districts/schools meeting **some characteristics** should consider revision; districts/schools **not meeting characteristics** shall revise until characteristics are met from the Characteristics of an Effectively Written [Executive Summary](#). Complete the revisions on the [KDE CSIP/CDIP Planning Template](#) within 30 days of this feedback and email to Thalia Salgado thalia.salgado@education.ky.gov